

Name: \_\_\_\_\_

Points: \_\_\_\_\_/200 Pts \_\_\_\_\_%

9-2 Humanities

**Due Date: Monday, 12/10/2018**

Mr. George

### **INTRODUCTION**

When writing an essay, imagine that you are a lawyer trying to prove a case. Your main idea, or argument, is expressed in your thesis statement. And just as a lawyer refers to evidence to prove his case, as a writer you must use examples to prove your thesis. In Social Studies, a particular type of essay is the Document-Based Question (DBQ). A DBQ is just what it sounds like: a question based on documents. To fully answer the question, you will need to use information in the provided documents as examples, or evidence, to prove your thesis statement.

### **DIRECTIONS**

The following question is based on the accompanying documents. As you analyze the documents, take into account both the source of the document and the author's point of view. Be sure to:

- a. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
- b. Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions, which follow each document in order to gain a better understanding of the information. In addition, categorize the document as "political", "economic" and or "social" by circling the corresponding letter(s).
- c. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the question.
- d. Your Thesis can't use political, economic or social as they are too broad. Identify a thesis statement that is more specific and one you're able to prove – while at the same time broad enough for you to be able to write three paragraphs.**
- e. Organize supportive and relevant information into a brief outline.
- f. Write a well-organized essay proving your thesis. The essay should be logically presented and should include information both from the documents and from your knowledge outside the documents.**

### **ESSAY STRUCTURE AND FORMAT**

- This essay must be **FIVE paragraphs** and no longer than 4 pages. (Pages after 4 will be ignored)
- Essay must be typed, double-spaced, with 12 pt. Times New Roman font, 1" margins and MLA header
- Your thesis statement must be underlined in your Introduction (and should be the last sentence in your Introduction)
- Make sure to use a minimum of 7 different documents (2 can be used twice) for a **total of 9 parenthetical citations** (3 in each body paragraph). You can use direct quotes or paraphrase when citing documents. For documents with no text, use the image as evidence for what you're trying to prove. In that case, cite the document after referring to the document. When citing the documents in the essay, place the document number in parentheses after referring to it. For example: "The Colosseum was a central gathering place for entertainment" (5).
  - Do not use, "In Document 5..."
- You must describe both Greece and Rome in your paper.

- AVOID PLAGIARISM. This should be your own work.
- Provide a physical copy and submit paper to **Turnitin.com**. Late policy: Both steps need to be completed on the due date of the paper. Physical paper is due at the beginning of class. Paper must be submitted to turnitin.com by the beginning of class. (-5 points/day for no physical copy / turnitin.com)

**ADDITIONAL INFORMATION BEYOND THE DOCUMENTS (OUTSIDE KNOWLEDGE)**

The documents provide you with only fragments of evidence. Answers should include relevant information from beyond the documents—information that you have learned from our study of Greece and Rome.

**QUESTION: Which classical civilization, Greece or Rome, was more influential to the modern United States?**

<b>Rubric</b>	<b>Unacceptable</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Read purposefully</b> 20%	<p>Did not read the assignment sheet. Not acceptable.</p> <p>Content is unacceptable or weak due to inaccuracies and/or incompleteness.</p>	<p>Format has several errors. Does not follow directions.</p> <p>Weak content within the assignment demonstrates inaccuracies, irrelevance.</p> <p>Content is weak through majority of assignment.</p> <p>28</p>	<p>Reads assignment sheet, follows directions and completes assignment according to directions in correct format with few errors. All content within the assignment demonstrates research is accurate and relevant.</p> <p>Content lacks some details.</p> <p>34</p>	<p>Reads assignment sheet, follows directions and completes assignment according to directions in correct format. All content within the assignment demonstrates research is accurate and relevant.</p> <p>Content is comprehensive.</p> <p>40</p>
<b>Write effectively</b> 40%	<p>Writing is disorganized. Grammar, spelling, punctuation or capitalization errors are unacceptable. Did not proofread.</p> <p>Paragraph structure is unacceptable</p>	<p>Many spelling, grammar, punctuation and capitalization errors; Word selection, word choice and sentence structure needs improvement. Need to proofread final product. Needs extensive editing.</p> <p>Paragraph structure has many incomplete sections.</p> <p>56</p>	<p>Few spelling, grammar, punctuation and capitalization errors; Could have been more carefully edited. Word selection, word choice and sentence structure could have been more varied. DBQ has few incomplete sections.</p> <p>68</p>	<p>Excellent spelling, grammar, punctuation and capitalization; carefully edited. Excellent word selection. Varied word choice. Varied sentence structure. DBQ includes well written thesis, introduction, body and paragraph structure, and conclusion. Clear RFS.</p> <p>80</p>
<b>Communicate effectively</b> 40%	<p>Student did not communicate effectively in writing. Final products demonstrate an unacceptable ability to communicate effectively.</p>	<p>Acceptable content based on examples from documents, textbook, other resources. Able to analyze documents and support thesis using evidence (docs and outside knowledge) for 1/3 paragraphs. 56</p>	<p>Meaningful content based on examples from documents, textbook, other resources. Able to analyze documents and support thesis using evidence (docs and outside knowledge) for 2/3 paragraphs. 68</p>	<p>Very meaningful content based on examples from documents, textbook, other resources. Able to analyze documents and support thesis using evidence (docs and outside knowledge) for 3/3 paragraphs. 80</p>

3pg | Term 2 DBQ CLASSICAL WESTERN CIVILIZATIONS COMPARISON (Humanities)

	Advanced (A)	Proficient (B)	Needs Improvement (C)	Unsatisfactory (D)	Failing (F)
Introduction	Concisely sets stage with appropriate background	Places topic in proper historical context	Does not successfully frame subject of the essay	Background is inadequate	No stage set
Thesis Statement	Thesis is complex, creative and engaging DI1●DI2●DI3	Thesis shows understanding of complexity, has multiple parts and/or acknowledges both sides	Thesis is a clear answer to a question, however may be one sided, or parts may be off topic DI1/DI2/DI3	Thesis does not directly or completely answer the question	Thesis is incorrect or off topic/missing question
Content Focus	Displays mastery of relevant events and issues. Good use of outside knowledge to make argument.	Shows a solid understanding of major events and issues. Some use of outside knowledge to make argument.	Shows basic understanding of events and issues, but has some gaps. Limited use of outside knowledge to make argument.	Displays little understanding of events and issues. No use of outside knowledge to make argument.	Includes either events or issues or neither.
Organization and written expression	Well organized. Topic sentences clearly support thesis. Flawless mechanics with consistent connection among DDs/DIs	Organized. Topic sentences generally linked to thesis. Mechanically correct with only minor errors	Some organization of information. Topic sentences may be facts. Significant errors in mechanics of writing	Ideas may be groups but not tied to thesis. Problems with mechanics interfere with comprehension	Disorganized. Little attention to structure. Mechanics make comprehension difficult
Evidence/ Citations	Incorporates detailed and sophisticated textual evidence with (context) smooth lead-ins	Includes adequate, relevant and accurate textual evidence. May contain minor errors in citation format	Includes textual evidence that is minimal or irrelevant. May contain significant errors in citation format	Insufficient textual evidence present. Major errors in citation format	Little or no textual evidence. Errors demonstrate lack of comprehension in proper citation
Analysis	Insightful analysis demonstrates depth of understanding. Consistent, focused, persuasive analysis. You add to the evidence used and support main idea instead of repeating what was said	Solid analysis focused on answering the question. Analysis clearly and directly linked to topic sentences	Little analysis. Does not explicitly link evidence to topic sentences	Writer assumes the evidence will answer the question. Insufficient focus on supporting topic sentences	Analysis is lacking or confused. Insufficient focus on answering the question
Conclusion	Summarizes main point and evidence. Effectively raises and answers the question "so what?"	Summarizes main point and evidence and addresses broader significance	Restates thesis/not fully developed. Does not answer "so what?" question	Simply repeats thesis/or is missing summary of argument. Conclusion is vague	Lacking a conclusion

<p>AWK=Awkward sentence structure                  ^T=Transition needed                  CF=Citation format...Lead in, "quote" (2).                  DQ=Dropped Quote (no lead in)                  PT=Stick with the past tense                  RFS=Reach for significance (connect to today)                  INF=Informal writing, be academic!                  DEV=Develop idea                  ^F=Lead ins need to flow with quote                  EX? = Provide example                  STR = Strengthen idea/point                  COH=Lacks cohesiveness, jumps from 1 topic to next                  II Str=use same grammatical form throughout sent                   =Avoid</p>	<p>TS=Thesis Statement                  3<sup>rd</sup>=Write in the third person (no "I", "you", "our")                  REP=Repetitive                  WC=Word Choice                  DS=Delete Space                  INC=Incomplete sentence                  ^C=Combine sentences and be concise                  A!=Analysis of quote/outside info to support idea                  ? = Unclear...need to clarify                  EXP=Explain                  SUPTS=Support thesis statement, connect to argument                  RO=Run on sentence                  DD=Introduce the developmental detail prior to doc                  SP=Inappropriate spacing</p>
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**Document #1** Source: *Histories: The Roman Constitution* by Polybius, ca. 150 B.C.E.

As for the Roman constitution, it had three elements, each of them possessing sovereign powers: and their respective share of power in the whole state had been regulated with such a scrupulous regard to equality and equilibrium, that no one could say for certain, not even a native, whether the constitution as a whole were an aristocracy or democracy or despotism.

**Document #2** Source: *Funeral Oration* by Pericles, 430 B.C.E.

Our plan of government favors the many instead of the few: that is why it is called a democracy...As for social standing, advancement is open to everyone, according to ability. While every citizen has an equal opportunity to serve the public, we reward our most distinguished citizens by asking them to make our political decisions. Nor do we discriminate against the poor. A man may serve his country no matter how low his position on the social scale.

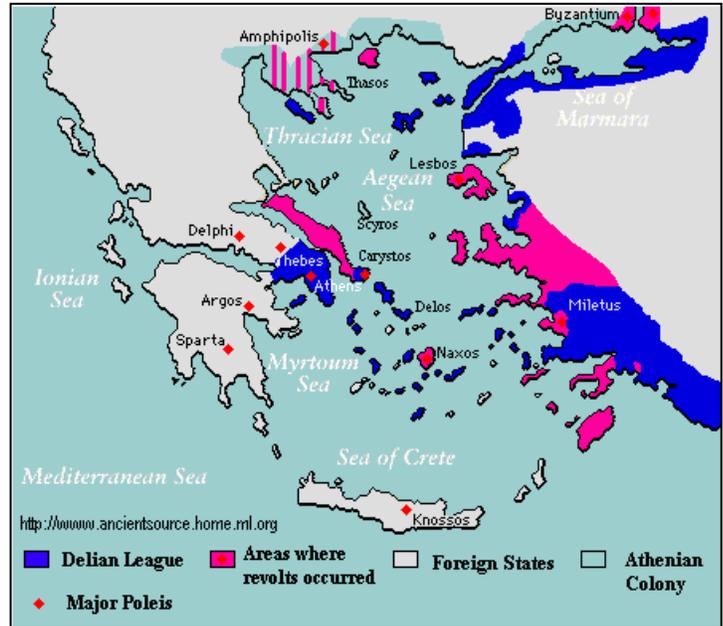
**Document #3** Source: Population estimates from mixed sources, including Thucydides' Athenian army recruitment figures in 432 B.C.

Athens: Population Distribution circa 432 B.C.E

Free male citizens (mostly landowning farmers)	50,000
Free male non-citizens (all males under 18 and residents without Athenian parentage)	50,000
Free females (all ages)	100,000
<u>Slaves</u>	<u>115,000</u>
Total population of Attica (Athens plus environs)	315,000

**Document #4** Source: *The Delian League To The Athenian Empire* by Thomas Ash, 2000 C.E.

Initially the Delian League was a fairly loose coalition of states, each one independent and sharing a common interest with the others. Members of the league were numerous: Thucydides tells us that they included "Chios, Lesbos, Plataea ...most of Acarnania... Ionia, the Hellespont, Thrace and the islands between the Peloponnese and Crete towards the East, and all the Cyclades except for Melos and Thera" as well as Aegina and most of the Euboean cities. Together, these states constituted a formidable force capable of achieving its objectives.



**Document #5** Source: Roman Colosseum built ca. 70-80 A.D.



**Document #6** Source: Parthenon built from 447-438 B.C.



**Document #7** Source: Roman coin from about 137 B.C.



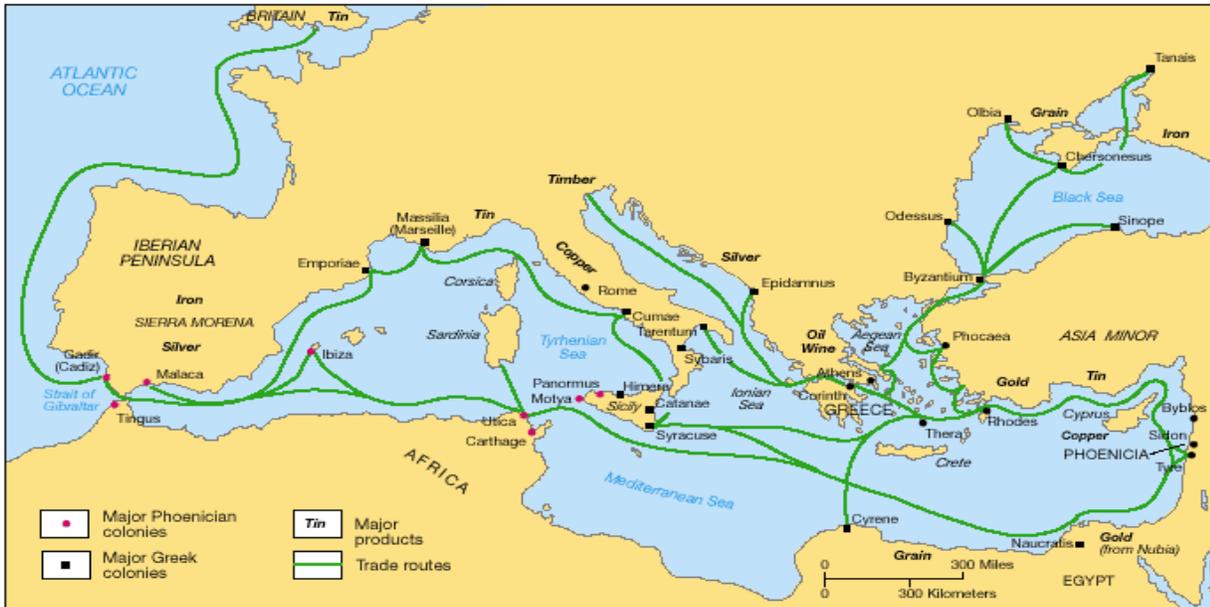
**Document #8** Source: Excerpt from Table I regarding civil procedure from the Twelve Tables ca. 451 B.C.

When parties have made an agreement, announce it. If they don't agree, they shall state their case in the Forum before noon. They shall plead together in person. After noon, let the judge pronounce. If both are present, the case shall end at sunset.

**Document #9** Source: Excerpt from *The Conspiracy of Catiline: Decline of the Republic* by Sallust (86-36 B.C.). Sallust was a tribune of the people in 52 B.C and a close supporter of Julius Caesar.

As soon as wealth came to be a mark of distinction, military commands, political power, and virtue began to decline. Poverty was now looked upon as a disgrace and a blameless life as a sign of ill nature. Riches made the younger generation a prey to luxury, avarice, and pride. Squandering with one hand what they grabbed with the other, they set small value on property while they coveted that of others. Honour and modesty, all laws divine and human, were alike disregarded in a spirit of recklessness and intemperance. To one familiar with mansions and villas reared aloft on a scale that they look like so many towns, it is instructive to visit the temples built by our godfearing ancestors.

**Document #10** Source: Map of Greek and Phoenician Trade Routes

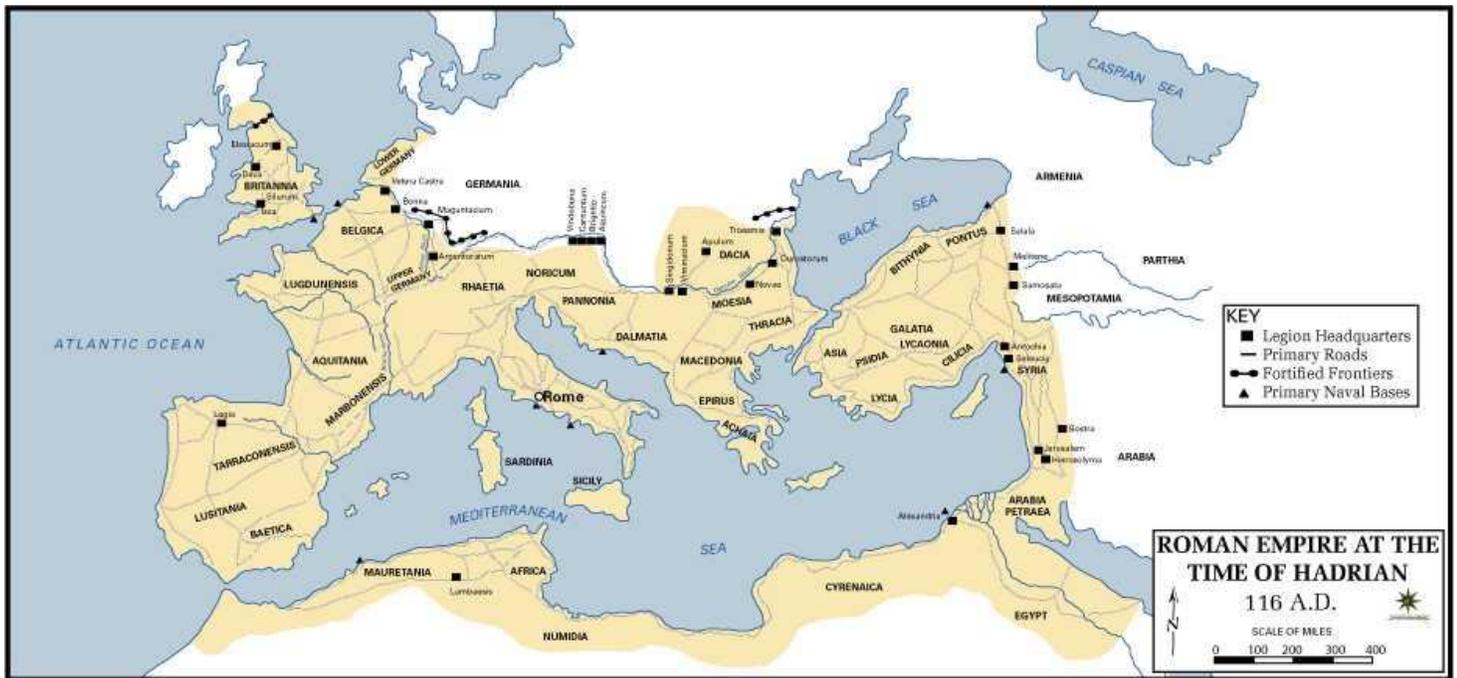


 Greek and Phoenician Colonies and Trade. The Western Mediterranean was first colonized by Phoenicians and Greeks who together controlled trade throughout the region.

**Document #11** Source: The *Discobolus* ("discus-thrower") sculpted by Myron, c. 460-450 B.C.



**Document #12** Source: Map of the Roman Empire, 116 A.D.



**Document #13** Source: Paul of Tarsus, died c. 65 A.D., from the Bible’s New Testament: Romans 1:13-17

13 I do not want you to be unaware, brothers and sisters,[a] that I planned many times to come to you (but have been prevented from doing so until now) in order that I might have a harvest among you, just as I have had among the other Gentiles.

14 I am obligated both to Greeks and non-Greeks, both to the wise and the foolish. 15 That is why I am so eager to preach the gospel also to you who are in Rome.

16 For I am not ashamed of the gospel, because it is the power of God that brings salvation to everyone who believes: first to the Jew, then to the Gentile. 17 For in the gospel the righteousness of God is revealed—a righteousness that is by faith from first to last, just as it is written: “The righteous will live by faith.”

Footnotes:

[a] Romans 1:13 The Greek word for brothers and sisters (adelphoi) refers here to believers, both men and women, as part of God’s family.